



Friday January 18, 2019	
Time	Session
11:00 a.m.	Facilitator arrival to camp
12:00 - 1:00 p.m.	Facilitator welcome and lunch
1:00 - 1:30 p.m.	Weekend philosophy and expectations
1:30 - 2:00 p.m.	General facilitator training
2:00 - 4:00 p.m.	Facilitator has time with curriculum
4:00 - 11:00 p.m.	Check-in open
5:00 p.m.	LTW kick-off & welcome
5:30 - 6:30 p.m.	Dinner
6:30 - 7:00 p.m.	Announcements & updates
7:00 - 9:00 p.m.	Round tables part 1
9:00 - 11:00 p.m.	Officer tracks
9:00 - 9:30 p.m.	Session 1: Introductions & icebreakers
9:30 - 9:45 p.m.	Session 2: Weekend overview & expectations
9:45 - 10:10 p.m.	Session 3: Top 10 Qualities of successful event managers
10:10 - 10:35 p.m.	Session 4: Project management
10:35 - 11:00 p.m.	Session 5: Identifying members needs

Saturday January 19, 2019	
Time	Session
8:00 - 9:00 a.m.	Breakfast
9:00 - 10:00 a.m.	Round tables part 2
10:00 - 12:00 p.m.	Officer tracks
10:00 - 10:15 a.m.	Session 6: Purpose of new member education
10:15 - 10:35 a.m.	Session 7: Effective on boarding
10:35 - 11:00 a.m.	Session 8: New member expectations
11:00 - 11:30 a.m.	Session 9: Changing a culture
11:30 - 12:00 p.m.	Session 10: The Everyman Program



Saturday January 19, 2019	
Time	Session
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Round tables
2:00 - 5:00 p.m.	Officer tracks
2:00 - 2:20 p.m.	Session 11: The importance of continuing member education
2:20 - 3:30 p.m.	Session 12: 7 qualities of meaningful relationships
3:30 - 4:00 p.m.	Session 13: The Journey
4:00 - 4:10 p.m.	Break
4:10 - 4:30 p.m.	Session 14: Responsibility as the Risk Manager
4:30 - 5:00 p.m.	Session 15: Creating a safe and fun experience
5:00 - 6:00 p.m.	Dinner
6:00 - 6:30 p.m.	Announcements
6:30 - 7:00 p.m.	TEF Thank You letter writing
7:00 - 10:00 p.m.	Officer tracks
7:00 - 7:30 p.m.	Session 16: Triangle health & safety philosophies
7:30 - 8:30 p.m.	Session 17: The bystander effect
8:15 - 8:30 p.m.	Break
8:40 - 9:30 p.m.	Session 18: Creating meaningful service
9:30 - 10:00 p.m.	Session 19: FIRST inspires
10:00 - 11:00 p.m.	Treats & Talks with National Council

Sunday January 20, 2019	
Time	Session
8:00 - 10:00 a.m.	Officer tracks
8:00 - 9:00 a.m.	Session 20: Academic U



Sunday January 20, 2019	
Time	Session
9:00 - 10:00 a.m.	Session 21: Round tables
10:00 - 11:00 a.m.	Brunch
11:00 - 12:00 p.m.	General Session: Speaker;
12:00 - 12:30 p.m.	Wrap up & final announcements
12:30 p.m.	Dismissal



Thank You.

These two simple words convey so much, but not ever enough. Thank you for sharing your time, talent, and knowledge in an effort to educate and strengthen the future of Triangle Fraternity.

Leadership & Training Weekend is a perfect opportunity for us to work closely and collaboratively with our chapter leaders through officer training, leadership development and brotherhood bonding. Chapter Presidents, New Member Educators, Vice Presidents, Risk Managers, Service Chairs, Programmers, Recruitment Chairmen, Treasurer's and Chapter Advisors will spend the weekend discovering more about themselves, their chapter role, and their fraternity.

If this is your first time at LTW get ready for a fun and cold weekend.

If this is not your first time- strive to make it your best weekend yet. Each experience presents a new opportunity to grow, develop, and make new friends.

Triangle is committed to creating better men, in an effort to build a better world. This is why we do programming such as Leadership & Training Weekend. It is our goal to equip our men with the knowledge, skills, and resources to transform their chapters, their brothers, and their selves.

So, thank you for taking the weekend to focus your mind and immerse yourself in this educational leadership experience for not only our undergraduates but hopefully for you as well.

I appreciate you, friend.

Ariel Tarosky
Director of Education & Communication
Triangle Fraternity



Leadership & Training Weekend Overview.

Leadership & Training Weekend is comprised of six different tracks that will focus on various themes and concepts. The most significant are listed below.

LTW Philosophies

While different tracks, each is built on the following philosophies:

1. Learning is the primary objective of the Leadership & Training Weekend. LTW curriculum has been designed to provide chapter and colony officers with the tools and resources that will assist them in their position.
2. Soft-skill development is a key function of the fraternity experience. Thus, LTW curriculum has been designed to assist participants beyond the fraternity experience.
3. During LTW, participants should have the opportunity to think individually and organizationally.
4. Authentic conversation will be necessary to assist and support members in their leadership positions.
5. Leadership is servant based. In order for chapter officers to be successful in their roles, they need to serve their chapter members and the mission of Triangle Fraternity.

Learning Outcomes

Steven L. Miller Presidents' Leadership Academy

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively communicate with their stakeholders.
3. By attending this program, participants will be able to identify steps to effectively problem solve issues.
4. By attending this program, participants will be able to identify effective and efficient ways to manage risk in their organization.
5. By attending this program, participants will be able to identify ways to effectively delegate to their organization's membership.
6. By attending this program, participants will be able to identify coping strategies for dealing with critics.

Elevate Recruitment Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to identify key stakeholders for their organization.
3. By attending this program, participants will be able to establish a referral system to attract new members for their organization.
4. By attending this program, participants will be able to start and hold meaningful and engaging conversations.
5. By attending this program, participants will be able to identify and sell their organizations brand.
6. By attending this program, participants will be able to teach their members how to effectively recruit new members into their organization.



Lifestyle & Education Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively and efficiently plan and implement an event or program for their organization.
3. By attending this program, participants will be able to identify the different needs and interests of their organizations members.
4. By attending this program, participants will be able to create a safe and healthy fraternity experience for their members.
5. By attending this program, participants will be able to offer a diverse range of workshops, programs, and brotherhood events for their organization.
6. By attending this program, participants will be able to deliver meaningful service to their community.

Finance Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to identify the key responsibilities of serving as their organization's treasurer.
3. By attending this program, participants will be able to identify ways to effectively communicate to their organizations members.
4. By attending this program, participants will be able to identify the seven steps to effective confrontation.
5. By attending this program, participants will be able to create and manage a budget that follows the values of the organization.
6. By attending this program, participants will be able to identify two national opportunities to receive chapter funding and support.

The John Wakerly & Kahlert Family First Advantage Workshop

1. By attending this program, participants will be able to identify their leadership style and how to work with other individuals effectively.
2. By attending this program, participants will be able to effectively and efficiently plan and implement an event or program for their organization.
3. Participants will focus on two primary vehicles of active service learning: organizing & implementing the Leadership Advantage Program on their campus and getting involved with FIRST. Both vehicles will include:
 - Program history and awareness
 - Information around logistics for organization and implementation
 - Skill development as organization leaders
 - Creating strategic partnerships with stakeholders, including the importance of women in STEM
 - Developing an organizational brand through program experiences.



Facilitator Role.

1. Effective LTW facilitators are guides to help participants move through an insightful, challenging, and rewarding experience.
 - Attention is placed on the students, not on themselves.
 - Participants are fully engaged, attentive, and actively participating.
 - Participants are allowed to struggle with issues are encouraged to find personal answers.
 - Facilitators are comfortable with silence during discussion and allowing students the opportunity to fill the void.
2. Effective LTW facilitators are full participants right along with students and co-facilitators.
 - Facilitators sit among students in general sessions and at meals.
 - Facilitators complete worksheets, reflections, and participate in learning activities.
 - Facilitators do not reminisce or attempt to create past experiences.
 - Facilitators use unscheduled time to connect with participants.
 - Facilitators do not disappear during downtime/breaks, but remain with the group and encourage interactions.
3. Effective LTW facilitators serve as positive role models for each other and participants.
 - Relationships with participants are professional and appropriate.
 - Unacceptable/inappropriate behavior is confronted and addressed.
 - Educational tracks are not used to advance personal agenda.
 - Facilitators work to ensure inclusion by not becoming cliquish, spending down time away from the group, dining separately, or not following established guidelines/expectations.
 - Facilitators are on time (early) for all sessions.
 - Facilitators remain on-site for the duration of the weekend.
 - The substance free policy is support and enforced.
4. Effective LTW facilitators trust the process and allow the weekend to unfold and take its course.
 - Do not over-process or over-analyze each situation.
 - Stay focused on the participants and serve as a guide for all.
 - Do not compare track experiences - each has different learning outcomes and will develop its own personality.
 - Anticipate feelings of skepticism, frustration, fear, being overwhelmed, and affirm each feeling as its experienced.



Facilitation 101.

Facilitation is:

- Supporting the curriculum through discussion and activities
- Creating connections of shared information & experiences
- Helping participants get good information and affirmation
- Providing focus and direction
- Appropriately challenging and questioning participants

Facilitation is NOT:

- “Doing” for the participants
- Being an expert on all topics
- Allowing discussion to meander off-topic
- Defensive, argumentative, or polarizing

Effective facilitators should be:

- Natural and genuine
- Interested in all participants
- Engaged in a series of conversations with a variety of participants
- Clear and non-judgmental in their communication
- Flexible and able to adapt to different situations
- Focused on the participant’s experiences and struggles
- Developing appropriate relationships with participants and facilitators

Facilitators will exhibit good communication skills by:

- Expressing ideas clearly and accurately
- Being attentive and showing interest in the subject
- Thinking quickly on their feet and being prepared for difficult confrontations and conversations
- Showing a sense of humor
- Knowing when to steer conversations in a serious tone

Facilitators will regulate personal remarks to:

- Calling the group’s attention to helpful statements
- Rephrasing participant’s ideas/thoughts to clarify and reinforce
- Summarizing groups thoughts to bridge between topics
- Facilitators will avoid emphasizing personal opinions, agendas, etc.

Additionally, facilitators will:

- Ensure participation by each group member during educational tracks
- Ensure that one individual does not dominate the conversation
- Maintain eye contact with group members and ensure personal body language is welcoming to the group
- Be alert to the body language and cues from participants
- Create a climate of respect within the group that allows participants to discuss differences, without attacking

Facilitation 101 cont.

- Show interest in the opinions of all group members
- Ensure that there is no favoritism within the group
- Allow participants to share minority views comfortably
- Help participants view/discuss issues from many angles before reaching conclusions
- Provide meat for discussions without dominating the conversation
- Provide examples and ideas from personal experiences to emphasize points
- Listen critically to discussions to identify confusions
- Gently encourage participants to question the validity of their arguments or reasons
- Help participants examine their current realities that are outside the norm

Common Group Dynamics.

Silence

- Trust silence when it occurs. Often this is a signal that learning is occurring and you've identified a difficult conversation. Give participants time to form their thoughts.
- Count to 10 before asking another question or filling the void. When the silence becomes uncomfortable to the group, someone usually steps in. Wait for it.

Disruptive Group Members

- Handling disruptive behaviors is often difficult. The key is to handle the disruption without hurting the individual and/or group.
- Keep in mind that you are not alone and are bound to have allies in the group. Use these allies to bring the discussion back to a constructive place.
- Private conversations outside of the group meeting might be necessary with the disruptive person.

Dominating Conversation

- Some participants might over participate or dominate conversations. Use techniques to balance conversation or change how you ask questions to encourage others to participate as well. One-on-one conversations with dominant group members outside of the meeting space might be necessary.

Negativity

- If a participant is relentlessly negative and skeptical, use techniques that involve participants in problem solving and identifying ways to be optimistic. Do not allow the group to succumb to negativity. Give the complainer constructive feedback outside the group if the negativity impacts the group.

Side Conversations

- Side conversations can negatively impact the group. Facilitators can use several techniques including eye contact with the small group, having the group move around to mix the group, involving the smaller group by asking them a direct question, and/or discussing the issue outside the group during a break.

Managing Discussions

- Make sure everyone understands the topic and there is agreement about the idea.
- Use flip charts to manage discussion and topics.
- Use the "parking lot" method to "park" thoughts or ideas that are off topic.
- Summarize discussion periodically.

Managing Transitions

- Ensure the first discussion has some sort of closure and group is ready to move on.
- Make segue clear by using links between topics.
- Identify strategic moments in discussion to make transitions.

Using the Group's Energy

- Allow the group conversation to roll as long as it is productive.
- Encourage physical activity to maintain energy. Get up and move between conversations.
- Provide energizers for groups that are tired, uninvolved.
- When conversations become animated and/or heated, don't immediately diffuse them. Allow for some conflict to move the conversation forward. Step in when conversation is no longer constructive.
- Listen for signs that the group is ready to move on to a new topic.



General Expectations.

1. Please attend all of the sessions. We want to be sure to model the way for our active members. Should you have a work or personal emergency, please feel free to take care of them.
2. We can't stress enough the importance of following the schedule. Every session is important for our participants, and we also want to be respectful of everyone's time. If it is your responsibility as a facilitator to be mindful of your time and to guide discussion effectively.
3. Please take attendance at the start of every session. Participants must attend the session that they registered for and should not be switching sessions throughout the weekend. Please make note of who is there that shouldn't be and who is missing and inform a HQ staff member.
4. Staff members, councilmen, and guests may be dropping in to your session to take pictures, or to participate in the discussion. You have the right to ask visitors to leave should you feel it is prohibiting open and honest discussion among group members.
5. We ask that you follow the substance-free weekend policy.
6. Maintain professional relationships with participants. While we encourage brotherhood development and having fun, we want to make sure that all behaviors of our facilitators are professional and appropriate as it is a reflection on the National organization and quality of our programs. Plus, you are modeling the way for the behavior of our active members.

Additional Resources.

Wireless Information

- Main Camp
 - JamesonCampWIFI | jcinternet
- Peace Center
 - JamesonCampPeaceCenterWIFI | jcpeacecenter
- Cabins
 - JamesonCampCabinWIFI | jc7cabins



Session 1

Friday, January 18 | 9:00 - 9:30 p.m.

9:00 - 9:15 p.m. Introductions	
	<i>Welcome participants with high energy.</i>
INTRO	<p>Our time together this weekend, while short, is extremely valuable. It is our hopes that we all feel comfortable enough with one another to ask questions, share tips, and push back.</p> <p>But before we can do that we should introduce ourselves.</p>
ACTIVITY	<p><i>Facilitators should begin and end introductions by covering:</i></p> <ul style="list-style-type: none"> • <i>Name</i> • <i>Role/title</i> • <i>Chapter</i> • <i>What you hope to accomplish at LTW</i> • <i>Strange fun fact</i>
9:15 - 9:30 p.m. Icebreaker: Crumple & Shoot	
OVERVIEW	<i>Ask your group a question. In groups, participants agree on an answer and write it on a paper (one paper per group). At your signal, all groups hold up their answers at the same time. Every group that answers correctly sends one person up to the front of the room with their paper. They crumple it up and shoot it into the trash can. If they can make it in, their team gets a point. The team with the most points at the end of the game wins.</i>
SUPPLIES	<i>Stack of postcard paper, butcher paper for scoring, trash can, painters tape, list of questions & answers</i>
SETUP	<ul style="list-style-type: none"> • <i>Arrange your students in groups 2-4</i> • <i>Have each group come up with a group name</i> • <i>Create a scoreboard at the front of the room with each group name and place to tally points</i> • <i>Place a trash can in a central location, and put one or two strips of masking tape on the floor several feet away</i>
RULES	<p><i>Go over rules and procedures with students, then start playing!</i></p> <ul style="list-style-type: none"> • <i>Stay in seats at all times. Only shooters are allowed up</i> • <i>No heckling while other groups are shooting</i> • <i>Both of your feet must be behind the line until the ball leaves your hand; otherwise the shoot does not count</i> • <i>Only ONE sheet of paper per shot</i> • <i>Facilitator will ask a question</i> • <i>Group members discuss and agree on an answer, then write it legibly on one sheet of paper</i> • <i>After facilitator says “Answers Up!” one group member holds up the paper</i> • <i>If your answer is wrong, the facilitator will take your paper. If your answer is right, send up one person to crumple your paper and shoot it in the basket</i> • <i>If your shooter makes it, you get a point. The group with the highest points wins</i>

DEBRIEF	<ul style="list-style-type: none">• Why do you think we did this icebreaker?• What benefits do you think you can gain from doing this icebreaker at the start of one of your programs?
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Session 2

Friday, January 18 | 9:30 - 9:45 p.m.

9:30 - 9:35 p.m. Weekend Overview	
	<i>Transition to talking about the weekend's content and the learning objectives that you hope to achieve.</i>
TRANSITION	Our goal this weekend is to provide you with the skills, resources, and framework to establish a meaningful and successful membership development program within your organization.
	We realize that several of you may be here for different reasons and that you may have different needs as it relates to your position, but we hope to provide you with a starting point and the resources and connections to help you once you depart LTW.
	As we mentioned at the start of our evening, you will get out of this weekend what you put into it. Use all of your opportunities wisely. From goal planning with your executive board, to the consulting with alumni and staff, to our sessions together. Ask questions, share frustrations, and tell us about your successes.
WB PG 5	<i>Encourage your members to refer to their schedule in their workbooks.</i>
	<p>We will begin our time together exploring the must-haves for a programmer; whether you are your organization's risk manager, academic chair, or member development chair. These tips and tools will help you to be successful no matter your position.</p> <p>Next, we will have a discussion about our members needs. And examine what they need based on various characteristics.</p> <p>On Saturday, our time will be spent focusing on various functional areas: new member education, continuing member development & brotherhood building, risk management and health & wellness, academic programming, and philanthropy & service.</p> <p>We will conclude our time with various officer round tables to assist you with specific questions and to allow for the sharing of ideas and best practices between chapters.</p>
9:35 - 9:45 p.m. Expectations	
	<i>Transition to talking about expectations - both yours and the participants.</i>
TRANSITION WB PG 11	<p>Some of you covered this in your introductions, but we are curious about what your expectations for the weekend are.</p> <ul style="list-style-type: none"> • What encouraged you to attend? • What do you hope for from yourself? And of others? • What do you want from HQ, council, and/or other chapters?

	<p><i>Next spend some time covering your personal expectations, hopes, needs, and then finish by briefly discussing the expectations below.</i></p>
	<p>Some of these may be a repeat of your thoughts but the following are our expectations:</p> <ul style="list-style-type: none"> • That everyone is open and honest with their struggles, frustrations and questions. • That we are open-minded and realize that with every campus comes different rules, issues, struggles & successes. • That we not be afraid to challenge one another - including us as facilitators. • That everyone actively participates in the conversation. Be in the moment, turn your phones off and listen. • That you use your workbook and take notes - no one here knows everything, use this time as an opportunity to grow and develop personally and in your role. • That you continue to stay involved with HQ and this session's participants.
<p>PARKING LOT</p>	<p>One other important piece of this weekend that we need to discuss before we continue is the parking lot. We are aware that a lot of you may have questions that will come up this weekend. It is important that we both cover the intended curriculum and answer your questions. Therefore, we have created a parking lot. The parking lot is created to list your questions or topics that we will come back to at downtimes and at the conclusion of our programming.</p> <p>We ask that your questions/topics are relevant to our mission and overall objective.</p>



Session 3

Friday, January 18 | 9:45 - 10:10 p.m.

9:45 - 10:00 p.m.	Top 10 Qualities of Successful Event Managers
	Did you know that “event coordinator” was listed as the fifth most stressful job in 2016? And that’s only behind enlisted military personnel, firefighters, airplane pilots, and police officers. While this isn’t your full-time job, successfully running events takes a wide range of skills - and nerves of steel.
	So what does it take to be a successful event manager?
FLIP CHART	<p><i>Open this question up to participants and develop their top-10 list. Once you are done creating this list you will go over the actual list and compare.</i></p> <p><i>Create their list on a flip chart and then have them fill out the correct list in their workbooks.</i></p>
WB PG 12	1. They have people skills.
	<p>The number one quality shared by successful event managers? People skills. You need to be comfortable connecting with all different types of people: active and new members, alumni, faculty, staff, upper-administration, potential members, other students, and outside stakeholders. To successfully work with this wide range of people, you’ll need to be able to nimbly resolve conflicts, be a confident but pleasant negotiator, and maintain your sense of humor.</p> <p>Remember to try and have fun with the work you do, and the people you work with, and they’ll want to work with you again. You can’t do it all by yourself, so building relationships is key.</p>
	2. They are flexible.
	Event managers must double as janitors and firemen. Cleaning up messes and putting out fires - quickly, quietly, and efficiently - is part of the job. Stay calm, get it done, then get back to running the show.
	3. They are good listeners.
	The ability to understand what key stakeholders want from your event is critical. These folks may not be as skilled in this arena as you are, so they might not speak the lingo or know what’s realistic. You have to be able to discern their needs and make sure all parties share the same expectations. Pay attention to what’s said - and what’s not said - in key conversations. Tapping into these spoken (and unspoken) needs throughout your planning process will help you stay one step ahead.
	4. They’re organized.
	To successfully run any event, you need to be able to juggle about 50 things at once. This multi-tasking prowess is required for both smooth planning and flawless execution of an event or program. The best planners have foolproof systems, step-by-step checklists, and handy tech tools. Working in events requires the ability to focus on the big picture while keeping track of all the little details.

	To avoid burnout, get comfortable delegating some of your more time-consuming tasks. And if things don't go according to plan, don't be afraid to switch to plan "B."
	5. They're passionate.
	With all the stress of the job, you have to really love what you do. Genuine passion helps you overcome bumps in the road and stay cool when all seems lost. It also leads to bursts of creativity and the inspiration to create something great instead of just trying to get through the day. Things like time management can be learned, but you can't teach passion, and you'll need it in order to succeed. Being an event manager can, at times, be a thankless job.
	6. They're good communicators.
	Clear, firm and kind communication establishes you as a leader of the team, keeps everyone on track, and ensures that the goals of the event are clear to everyone involved. It also allows you to effectively share your vision and get others excited about it, too. Communicate in a way that is respectful to everyone and doesn't put anyone down. Accept criticism and be open to new ideas. Everyone plays a part in the success of an event, so make sure you're communicating with them in a clear, confident, and empowering way.
	7. They're calm under pressure.
	Your team will look to you for answers for almost everything. In moments of stress, the last thing they need is a shaky leader who makes poor decisions because they're cracking under the pressure. Successful event managers stay level-headed and continue to treat everyone with respect, no matter what. Try to remain cool, calm and collected when dealing with other people, even if you're a bundle of nerves inside.
	8. They're creative problem-solvers.
	Whether it's tracking down some emergency duct tape or reworking a keynote presentation at the last minute, you have to be resourceful with what you have. No matter how well you plan, something will go wrong. And it will be a lot easier to address if you enjoy finding creative solutions to the challenges that arise.
	9. They're decisive.
	Event managers need to be able to make several decisions at once, and make them quickly. And, perhaps more importantly, they need to be able to recognize when it's too late to change those decisions - and have the resolve to stand by them.
	10. They're experienced.
	It will be a lot easier for people to trust you if you have a significant amount of experience. And your job will be easier for you once you've seen the range of challenges an event can throw at you. Plus, the experienced manager has a network of trusted professionals to call on when things get tough. If you don't have ton of experience yet, don't worry - just give it time!
10:00 - 10:10 p.m.	Making Connections
	Okay, so now that we have spent some time discussing these qualities let's try and connect these to your positions and real programs/scenarios you will encounter during the year.
WB PG 14	<i>Encourage participants to go through each quality and apply it to their position. For example, "they're flexible" putting out fires and cleaning up messes. What are some examples that this may happen during a social, or new member meeting, how should you be prepared? Have them work in pairs in their workbooks then discuss as a group.</i>



Session 4

Friday, January 18 | 10:10 - 10:35 p.m.

10:10 - 10:25 p.m. Project Management	
	Whether you are here today as your organizations new member educator, brotherhood chair, social chair, or risk manager you are all project managers. You are the people responsible for the planning and execution of a particular project.
WB PG 15	Project management is the application of knowledge, skills, tools, and techniques to a broad range of activities in order to meet the requirements of a particular project.
	There are five phases of project management and if the life-cycle provides a high-level view of the project, the phases are the road-map to accomplishing it.
	Phase 1: Project Initiation
	This is the start of the project, and the goal of this phase is to define the project at a board level. This phase usually begins with a business case. So, is the project feasible and should it be undertaken? This is where you will want to outline the requirements and needs of the project (resources, people, money, time, logistics, etc.)
	Phase 2: Project Planning
	This phase is key to successful project management and focuses on developing a road map that everyone will follow. This phase typically begins with setting goals.
	If you want your organization to be successful, you need to set goals. Without goals you lack focus and direction. Goal setting not only allows you to take control of your organization's direction; it also provides you a benchmark for determining whether you are actually succeeding.
	You want to set goals that motivate you and that are SMART.
	You have probably heard of SMART goals, but do you always apply the rule? The simple fact is that for goals to be powerful, they should be designed to be SMART.
FLIP CHART	<i>Ask a participant if they can tell you what a SMART goal is.</i>
WB PG 16	Specific Measurable Attainable Relevant Time Bound
	Set Specific Goals Your goal must be clear and well defined. Vague or generalize goals are unhelpful because they don't provide sufficient direction. Remember, you need goals to show you the way. Make it as easy as you can to get where you want to go by defining precisely where you want to end up.

	<p>Set Measurable Goals Include precise amounts, dates, and so on in your goals so you can measure your degree of success. If your goal is simply defined as “to reduce expenses” how will you know when you have been successful? Without a way to measure your success you miss out on the celebration that comes with knowing you have actually achieved something.</p>
	<p>Set Attainable Goals Make sure that it’s possible to achieve the goals you set. If you set a goal that you have no hope of achieving, you will only demoralize yourself and erode your confidence. However, resist the urge to set goals that are too easy. Accomplishing a goal that you didn’t have to work hard for can be anticlimactic at best, and can also make you fear setting future goals that carry a risk of non-achievement. By setting realistic yet challenging goals, you hit the balance you need. These are the types of goals that require you to “raise the bar” and they bring the greatest personal satisfaction.</p>
	<p>Set Relevant Goals Goals should be relevant to the direction you want your organization to take. By keeping goals aligned with this, you’ll develop the focus you need to get ahead and do what you want. Set widely scattered and inconsistent goals, and you’ll fritter your time - and your life - away.</p>
	<p>Set Time-Bound Goals Your goals must have a deadline. Again, this means that you know when you can celebrate success. When you are working on a deadline, your sense of urgency increases achievement will come that much quicker.</p>
	<p>During this phase, the scope of the project is defined and a project management plan is developed. It involves identifying the cost, quality, available resources, and a realistic timetable.</p>
	<p>Phase 3: Project Execution</p>
	<p>This is the phase where deliverables are developed and completed. This often feels like the meat of the project since a lot is happening during this time, like the status reports and meetings, development updates, and performance reports.</p>
WB PG 17	<p><i>Have participants list some tasks that they believe would be completed during the execution phase for their role, event, or program.</i></p>
	<p>Phase 4: Project Performance/Monitoring</p>
	<p>This is all about measuring project progression and performance and ensuring that everything happening aligns with the project management plan. Project managers will use key performance indicators (KPIs) to determine if the project is on track.</p>
	<p>Phase 5: Project Closure</p>
	<p>This phase represents the completed project. There may still be things to accomplish like closing out the budget, doing an assessment, and recognizing contributors, but in general your project is complete.</p>
10:25 - 10:35 p.m.	<p>Making Connections</p>
WB PG 18	<p><i>At this time, each participant should turn to their workbooks and apply each phase to a specific project or event that they are responsible for. With about 2-3 minutes left, ask a couple of volunteers to share.</i></p>



Session 5

Friday, January 18 | 10:35 - 11:00 p.m.

10:35 - 10:45 p.m. Identifying Members Needs	
	A word that has come a lot this evening is: stakeholders.
FLIP CHART	<ul style="list-style-type: none"> • Can anyone tell me what that is? • Who are some of your stakeholders?
	Throughout the weekend we will spend a bit of time discussing various stakeholders and how your role with intersect with each of them. But for tonight I want us to focus specifically on your members.
	In the first two phases of project management you will want to factor in what your members need & want. Especially if you are responsible for planning an event, workshop or program. Knowing what your members need is a valuable detail when establishing your goals and measures of success.
	1. Identify the Organization's Need
	It is important to start here so that you have a baseline of what is needed for your organization to be successful and to continue to align itself with the overall vision, mission, and values.
	Before you begin assessing your members, it is important that you understand the overall organization goals and priorities. You can do this by asking:
	<ul style="list-style-type: none"> • What is our overall goals as an organization? • What are we trying to accomplish? • Will training/workshops/events contribute to this accomplishment? If so, how?
	2. Perform a Gap Analysis
	Performing a gap analysis involves assessing the current state of the organization vs. the desired level of its members. (i.e. the organization is operating at this level and offering XYZ, while its members are wanting ABC).
	Some of the ways that you can gather this data is by: <ul style="list-style-type: none"> • Looking at retention rates • Talking to individual members • Pulling together focus groups • Offering a survey or questionnaire • Simply observing
	As an active member of your organization you have the benefit of being able to conduct this assessment pretty easily. All you need to do is ask your members what types of events/programs they would be interested in attending, or what they are or are not satisfied with and why. Or, observe attendance at events and how they are interacting at programs.
	Once you are able to identify your members needs you can compare that with the organization's needs and begin to assess any discrepancies (i.e. priority, costs, resources, mission, interest)

	From there you will be able to transition from Phase 2, to 3 and begin executing your event and will hopefully be meeting both the needs of your members and the organization.
10:45 - 10:55 p.m.	Making Connections
	For our final 10 minutes, we want you to spend some time in your workbooks thinking about the needs of your organization vs. the needs of your members.
	<p>You can use the suggest list provided in your workbook as reference. But we want to challenge you to think back to events/workshops that you had last year.</p> <ul style="list-style-type: none"> • What was attendance like? • Were your members having fun? • What were the events that your members talked about days following? • Have there been issues/topics that members have said they wished you had a program on? • What are your members interested in outside of the organization? • What issues/trends do you see your members facing that you could/should address?
	Use these questions to start helping you develop ideas for programs, events, and trainings that you wish to implement when you return to campus.
10:55 - 11:00 p.m.	Wrap Up
	<i>Thank participants for a great first day. Let them know that programming has concluded for the evening but they are welcomed to head back to the main lodge for games and socializing. Remind them to not leave camp, and that breakfast begins at 8:00 a.m. the next day.</i>



Session 6

Saturday, January 19 | 10:00 - 10:15 a.m.

10:00 - 10:10 a.m. Welcome Back	
	<i>Welcome participants back for the start of day 2. Feel free to have a quick conversation with them about how their evening went, and how their discussions during round tables were.</i>
	Yesterday we spent our time laying the groundwork for your positions. We discussed items that will be beneficial no matter what role you are in. Today, we are going to focus our energy in the various functional areas that you are representing: new member education, continuing member development, risk management and health & wellness, philanthropy & service, and academics.
	While each of you are coming to us with different positions we encourage you to stay engaged throughout the day. Not only do we guarantee that you will be able to take away nuggets of information from each session, but you will also have the tools you need to create a more collaborative organization.
10:10 - 10:15 a.m. The Purpose of New Member Education	
WB PG	<ul style="list-style-type: none"> • What do you believe is the purpose in offering education to your new members? • What are the goals that you hope to accomplish through your new member education program?



Session 7

Saturday, January 19 | 10:15 - 10:35 a.m.

10:15 - 10:25 a.m.	Effective On Boarding
	Imagine starting a new job in a community-based organization in a new area. You accept the position, show up for work on the agreed-upon day, and the director shows you your space, welcomes you to the organization...and leaves. That's it - your introduction to your new position. You're on your own to learn all the ins and outs of the job and the organization - who your coworkers are, who does what the pitfalls of your position are, where to eat lunch...all of it.
	Do you think you'd be likely to be able to do your best work - or any work, really - the first few weeks or months? More importantly, how do you feel about working for this organization? Would you have confidence that these folks had things under control, that they'd thought out what they were doing?
	No, put this into the context of your organization experience. It is no different. Can you imagine welcoming new members to your chapter experience in this manner? It is your job to provide them with an orientation.
	The word "orientation" literally means a program of introduction for newcomers. Orientation to a new job or organization should give that individual the basic information about the organization, their position, the target population, and the community, so they, too, can understand how to get where he wants to go.
	Your new member program is more than simply telling people a few things about the organization. It's a coherent, planned introduction that combines information, experiences, and a transmission of the values and culture of the organization, all of which are aimed at giving new members the foundation they need to integrate themselves into the organization as early as possible.
FLIP CHART	So, to break it down, your new member program is important because it:
WB PG 24	1. It allows new members to hit the ground running.
	If they have a clear understanding of the organization, their role, and expectations, they can jump into the process immediately and start to make a difference.
	2. It instills new members with confidence
	In both their own ability to be effective - because they have the information and contacts they need - and the organization which has had the foresight to provide them with that background, and made them feel a part of the vision.
	3. It improves retention
	Through facilitating a good start and providing appropriate background - that people will do a good job in the long term...and stay longer with the organization.
	4. It makes life easier for others in the organization
	By eliminating the need for new members to ask them constantly for information and advice.
	5. It enfolds new members into the existing social structure

	Thereby helping them to feel comfortably and to bond with others, and at the same time helping to improve the organizational climate (the way the organization “feels” to those who are a part of it and have contact with it).
	6. It formally welcomes new members into the organization
	And makes them feel that they have support and resources to rely on.
10:25 - 10:35 a.m.	Elements of a Successful On Boarding Program
FLIP CHART	<ul style="list-style-type: none"> • What do you believe are the elements of a successful on-boarding program? What must be included to make your program successful? Call on volunteers and record these on the flip chart. Once you have a substantial list you can confirm those that are correct and include additional elements. Have participants record these in their workbooks. <p><i>You can feel free to just paraphrase each element.</i></p>
WB PG 25	<p>Introduction to the Organization’s History Even if your organization is brand new, it has a history, and there is the national history. How was it started and by whom, how has it garnered support, and how has it gotten to the point of where it is today?</p> <p>All of this is important to understanding the organization as it currently exists. Equally important, it gives new members access to the references and events that are part of the common language of the organization, and that allows one to be an “insider.”</p>
	<p>Mission Your organization has a mission/purpose statement and new members should have a copy of it and be given a chance to discuss and digest what it means. They should also understand clearly the real mission of the organization if it is not stated directly.</p> <p>This will help new members understand not just what the organization does, but what it stands for.</p>
	<p>Organizational Philosophy Often tied with its mission, an organization’s philosophy guides its structure; the roles of various people within it; the way it treats its members, volunteers and stakeholders; the methods it uses in whatever programs or services it provides; and its ethics.</p>
	<p>Methods or Strategies If your organization employs a particular method or technique, it’s important that new members understand both what the method itself is, and the way they are expected to use it. This is your time to teach and train your new members how things are done within the organization.</p>
	<p>People An organization is no more than the people who do its work, live its values, and give it life. Perhaps the most important task of a new member orientation is to assist new members in becoming familiar with the organization’s people and to understand what each of them does.</p>
	<p>Organizational Structure Help your new members understand how the organization is structured and what each piece is responsible for.</p>

	<p>Logistics & the Day-to-Day Routine This area covers the “rules” or protocols of the organization, and all the small pieces of knowledge that make it possible for everyone to function throughout the day. It is important to have a clear set of policies and procedures that explain and govern the various tasks and relationships necessary to keep the organization running.</p>
	<p>Organizational Culture Every organization has its own culture, developed over its life. The culture is a result of the organizations history and of the thinking and behavior of its founders and former and current members. It may change a small amount with each departure and new addition to the group, but it is generally fairly stable, and includes not only standards for behavior, but the in-jokes references that everyone in the organization is expected to know and respond to.</p> <p>Understanding the organizational culture will help new members become “one of the bunch” more quickly, and reduce the uncertainty (and the stress) of a new situation. It will make their transition into the organization that much easier.</p>
	<p>Introduction to the Position Taking it back into the job framework - you may have had the experience of starting a new job with very little knowledge of the job itself, and with the expectation that you’d simply figure out what it was you were supposed to do. If so, you would understand clearly why your new members needs more than that if they’re going to be effective.</p> <p>Help your new members get an understanding of what the new member experience will look like, what their role will be, what projects they will work on, the objectives of the program, and their expectations.</p>
	<p><i>After covering all of these items you may open it up to the group to see if they wish to add any additional elements. If there are none you can continue to the next session.</i></p>



Session 8

Saturday, January 19 | 10:35 - 11:00 a.m.

10:35 - 10:40 a.m. New Member Expectations	
	Another really important element of a successful on boarding program is being able to meet the needs of your members. Yesterday we talked a little bit about assessing the needs of your organization and it's members, so, in this session we want to spend some time talking about the specific needs of new members.
FLIP CHART	<ul style="list-style-type: none"> What do you think new members expect to get out of their new member program? <p><i>You can record these on flip chart.</i></p>
WB PG 26	<p>Typically, new members in any situation expect to:</p> <ul style="list-style-type: none"> Make friends Have a positive experience Learn, grow and develop Join something organized - not disorganized Be respected as a member and as a person Be helped in their transition Be treated fairly Be taken care of Be challenged Feel welcomed Feel valued Have expectations communicated to them Have fun Accomplish something great
10:40 - 10:55 a.m. Valuing the New Member	
	It's important to point out two of these expectations: new members want to feel welcomed and they want to feel valued. According to a study by Forbes, employees who believe that management is concerned about them as the whole person - not just the employee, are more productive, more satisfied, and more fulfilled. Leading to higher retention rates. And satisfied employees means satisfied customers, which leads to profitability.
	No different is it with your organization. We all want to feel valued and believe that we are of value to others. All of us can contribute to creating a culture where all participants who work for and with us know that who they are and what they do matters and makes a difference. Appreciation in your organization or in the workplace can help members understand how much they are valued by their peers, and the organization as a whole.
	Individuals who feel valued contribute more, do better work, are more engaged, are loyal and passionate about their work and have positive interactions with the people that they come in contact with.

	<ul style="list-style-type: none"> • So, how can you create a culture where your new members feel valued?
	<i>Go through the following list - you may paraphrase these.</i>
WB PG 27	<p>Appreciate Them Notice your members doing things that add value to the organization. It could be their upbeat positive attitude or their hard work. It could be the effort and thought they put into a project. Let them know you appreciate who they are and what they do. But keep in mind that different people like to be appreciated differently.</p>
	<p>Offer Clarity Enroll your new members in the mission, vision, and values of the organization. Make sure that your new members clearly understand the expectations of their membership and the purpose behind the events that they go to or the projects that they work on.</p> <p>It's tough to do a great job when you're not sure what is expected of you and the goal behind the task.</p> <p>It is also challenging to feel you matter when no one else has taken the time to clarify the program/job/goal. Help them understand that all tasks contribute to the success of the organization.</p>
	<p>Be Interested & Show That You Care Your members bring more than their physical presence to the organization; they bring their life history, their personal life, and their stories and experiences. Ask them about themselves. Connecting with them will help you gain an understanding of their past, their present, and their goals for the future.</p>
	<p>Openly Communicate According to a recent survey of 1,000 full-time employees across the US conducted by 15Five, 81% of those surveyed would rather work for a company that values open communication than one that offers great perks. This is no different for the organization experience.</p> <p>We feel valued when we're engaged in conversations that impact the organization.</p>
	<p>Seek Opinions Ask for your member's feedback, ideas, and opinions. They have a fresh and new perspective that could be just what your organization needs. Plus, someone whose ideas are considered is more likely to want to keep contributing as an integral part of the team.</p>
	<p>Help Them Grow Learn your member's strengths and aspirations. When you help your members grow - through offering connections, support, mentoring, new opportunities - you empower them. Make sure you are utilizing each of their strengths. It will bring out the best in them and in turn be of benefit to the organization.</p>
	<p>Trust Them Give them the freedom to own their experience and contributions. It is empowering to feel a sense of pride when we do good work and take personal ownership of the results.</p>
	<p>Be Accountable Follow through on the commitments you make. Being accountable is a way of showing respect. It's a way of saying the other person is important to you. Being accountable is a way of building trust and letting the other person know you value them.</p>

	<p>Welcome Them Getting new members off on the right foot is important to their success in the organization. Offering a warm welcome is a great first step and sets the stage. Setting them up for success includes acclimating them to the culture and providing an understanding for the overall vision including how their role fits into the bigger picture.</p>
	<p>Be Authentic When those around us are genuine and authentic, we tend to be freer to be ourselves. When honesty and genuineness are the norm, we are more creative and open and, as a result, do our best work.</p>
	<p>By doing all of these things you will not only help your members be stronger and have a more meaningful and enjoyable experience but it will help your organization be stronger.</p>
10:55 - 11:00 a.m.	Break
	<i>At this time you can dismiss participants to a 5 minute break.</i>



Session 9

Saturday, January 19 | 11:00 - 11:30 a.m.

11:00 - 11:30 a.m.	Changing a Culture
	<i>Welcome participants back from their break.</i>
	Merriam-Webster defines a “pledge” as a serious promise or agreement, something that you leave with another person as a way to show that you will keep your promise; a commitment one person makes to uphold a solemn promise.
	The idea of pledging is very one-sided. It is about what the new member must do, commit to, and prove in order to obtain membership.
	Orientation is a two-way process, one in which the new member is engaged while the organization leadership (you) provides education, training, and support.
	This was the vision that was created by our founders. Pledgeship actually looked more like orientation than the process you have grown accustomed to.
	<p>Unfortunately, in today’s campus culture, pledging subjects new members to undergo a “rite of passage” that may require unhealthy and unsafe activities and behaviors that ultimately have nothing to do with the fraternity’s mission, values, and purpose.</p> <p>A hierarchy has been established and does not focus on the integration and support of the new member, but rather, what the new member will do for them and for the membership.</p>
WB PG 28	<p>It’s important that a culture shift happens.</p> <p>We like to compare the membership process to marriage. It isn’t until the wedding and your marriage that you are responsible to carry out your oath and vows. These are the commitments or “requirements” that you have subscribed to.</p>
	Prior to your wedding, you are getting to know your partner. You are learning about their history and how they grew up. You are finding out more about their personal values and what motivates them. You become more familiar with what makes them happy and what makes them tick. You are meeting their friends and family, and learning how they live every day. You are not only learning about your future partner, but you are learning about what it means to be a partner yourself.
	The new member process should not be any different. But for some reason it is.
WB PG 28	<p>In most processes new members are required to:</p> <ul style="list-style-type: none"> • Memorize and recite the Code of Ethics • Do study hours • Meet every member and learning things about them • Clean the house after parties • Wear certain stuff • Do a project or build something • Know all of the trivia • Show up to everything • Get good grades

	<p>While the initiated members have to:</p> <ul style="list-style-type: none"> • Behave • Show up to things here and there • Get good grades
	<p>While some of the things we ask our new members to do are important shouldn't the actual commitment or the "hard part" come after you are initiated?</p>
	<p>I bet that if you required your initiated members to:</p> <ul style="list-style-type: none"> • Recite and understand the Code of Ethics • Study more than party • Visit different members and build relationships with everyone • Take pride in their spaces and clean • Go to class • Take pride in their badge • Do service projects "just because" • Know the history and trivia • Show up to events without them being mandatory • Get good grades
	<p>And your new members to:</p> <ul style="list-style-type: none"> • Learn the ropes • Behave • Show up without things being made mandatory • Get good grades • Prepare for the commitment
	<p>You would have more members who feel valued.</p>
	<ul style="list-style-type: none"> • And what happens when members feel valued?
	<p>They contribute more, do better work, are more engaged, are loyal and passionate about their work and have positive interactions with the people that they come in contact with.</p>
	<p>This is the difference between pledging and orienting. It is your job to teach your new members and to prepare them for the commitment. Think about it - the new member experience is a maximum of 12 weeks. The fraternity experience is for the rest of your lives. Why should all the work be done in such a short amount of time.</p>
	<p>We guarantee that if you keep your minds open and shift your practices to orientating instead of pledging, that your new members, initiated members, and chapter will be stronger and better for it.</p>



Session 10

Saturday, January 19 | 11:30 - 12:00 p.m.

11:30 - 11:40 a.m. The Everyman Program	
	<i>This session will be facilitated by a member of HQ staff.</i>
	In an effort to make things easier on you, we have created a National New Member Education Program, titled the Everyman Program.
	We created this program to assist chapters and colonies who are currently struggling to offer their new members a consistent and comprehensive new member education program. Your chapter may need these resources if: <ul style="list-style-type: none"> • You are experiencing low new member retention rates • You are experiencing a large number of men disaffiliating in their sophomore of junior years • Your new members aren't adequately prepared for initiation • You are a "yellow" or "red" chapter for the <i>Pyramid</i>
	By implementing the program, your chapter will: <ul style="list-style-type: none"> • Not have to worry about organizing a new member education program and creating new activities (they re already done for you) • Not have to worry if your new members are prepared for initiation and the commitment of joining a fraternity • Become a stronger brotherhood and have a better connection to the national fraternity
	Our vision when creating this program was not to come in and make every chapter disregard their current program. It was simply to offer resources and guidance to help fill in the gaps where it was needed.
11:40 - 12:00 p.m. Program Implementation	
	Whether you fully adapt this program or just take on bits and pieces, your first step is going to be to assign a person(s) to lead the program. These will be the individuals responsible for working directly with the new members, organizing the meetings, and serving as a confidant, guide, and mentor throughout the process.
WB PG 29-46	Next, it is important that you map out your program. We have provided you with two documents to help you get organized: the lesson plan and the syllabus. This will help you write down everything you need, and everything you will do each week.
	Your program should be organized by weeks and should include the dates and times of every meeting and activity you are holding with your new members, where they are, and what information you are covering with them. It should also include any activities, events, and assignments you will be covering. Staying organized will be helpful to both you and your new members.
WB PG 45	One of most useful tools in staying organized are the facilitator guides. These guides were created as a resource to help you as the educator lead new member sessions from start to finish.

	Acting almost as a script, the facilitator guide directs you with what to say, the member manual readings that coincide, activities and lessons to help meet your learning objectives, and assignments that will assist in the new members learnings until your next meeting.
	Additionally, facilitator guides assist those not the most confident with public speaking or speaking on the fly. While we encourage you to facilitate more of a conversation with your new members, the guides give you word for word what to say in each meeting.
	Another extremely valuable tool to help you and your new members stay organized and on the same page throughout the process is the syllabus.
WB PG 37	Similar to a syllabus that you receive in class, it is used to provide an overview of the “course”, highlight learning objectives, and list activities and assignments that will need to be completed.
	Additionally, it will list the theme or lesson for each week. <ol style="list-style-type: none"> 1. New Member Orientation 2. The History of Fraternity 3. Building One Triangle 4. Responsible Citizenship 5. Diligence 6. Making the Connection 7. Campus Partnerships 8. The Lifelong Commitment
	While we understand that many of your chapters already have a method to how your program is organized, we wanted to offer a suggested time line based on best practices.
	Furthermore, each facilitator guide will be accompanied with supplemental activities and assignments. These have been developed to meet the learning objectives for each week, while providing a safe and healthy experience for new members. Additionally, each activity will meet the requirements and approval of each college campus.
WB PG 47	Should you be a group selected to participate in the National Program you will need to complete the “Activity Request Form”.
	<i>At this time allow for participants to spend 3-5 minutes to look through the documents. Then you can bring the group back together and spend any remaining time answering questions.</i> <i>If Ariel is not the one facilitating this conversation, direct them to reach out to her for any additional questions or to learn more about the program.</i> <i>Dismiss the group for lunch at 12:00 p.m.</i>



Session 11

Saturday, January 19 | 2:00 - 2:20 p.m.

2:00 - 2:20 p.m. The Importance of Continuing Member Education	
	<i>Welcome participants back from lunch and feel free to spend a couple of minutes talking about their round table discussions.</i>
	Like we talked about earlier, each member in your organization has different needs & wants. They are different because of their year in school, how old they are, their background, their foundational knowledge, their hobbies and interests, what they value, and much more.
	To end their education after the first 8-12 weeks would be doing your members a disservice. You are always learning and always growing. It is the same reason that companies offer professional development opportunities, trainings, and new certifications throughout your career tenure.
	They want to keep you informed, sharp, and competitive.
FLIP CHART	<ul style="list-style-type: none"> • What do you believe offering continuing member development does for your members? • What do you believe offering continuing member development does for your organization?
	<i>Use this time to cover any additional qualities or contributions from offering continuous member development.</i>
WB PG 52	<ul style="list-style-type: none"> • The ability to engage in vulnerable conversations • Introduction to a more holistic member experience • The opportunity to live a better lifestyle • A chance to improve their discipline • Opportunities to network with various stakeholders (campus faculty & staff, community partners, alumni, etc) • A chance to gain confidence through member interactions, public speaking, or developing new skills • Opportunity to gain a competitive edge • The chance to engage in critical conversations around relevant topics
	One of the biggest benefits of continuing education is that it can improve one's skills or help gain new skills in preparation for the future. There are also major benefits for your organization; organizations that invest in the skills and development of their members generally have a better chance of retaining their membership as well as improving overall moral and satisfaction.
WB PG 52	We have listed a number of programs and critical topics that we suggest covering with your members through continuing member education programs.



Session 12

Saturday, January 19 | 2:20 -3:30 p.m.

2:20 - 2:35 p.m.	
17 Indisputable Laws	
	Every member of your organization is an important piece of your puzzle. It is important for all of your members to remain involved and engaged in the activities of the organization. Each year you are faced with the addition and subtraction of members of your team through recruitment and graduation. That is why it is so important to continue to develop brotherhood amongst all your members.
	The dictionary defines teamwork as a cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause. There is no better way to develop positive brotherhood than to focus on your organization as a team and focus on building up that team.
	Think back through the years of the teams or groups to which you belonged. It could have been a sports team, debate or academic team, or perhaps you worked with fellow students as a team on a group project. <ul style="list-style-type: none"> • What made those teams successful? • What led those teams to succeed or fail?
WB PG 53	In your workbooks we have detailed John C. Maxwell's <i>17 Indisputable Laws of Teamwork</i> . Take some time and look through these Laws and make highlight anything that stands out to you. <i>After about 3-5 minutes, bring the group back together and ask for volunteers to discuss what they highlighted.</i>
2:35 - 2:45 p.m.	
7 Qualities of Meaningful Relationships	
	One of the recurring themes throughout these <i>Indisputable Laws</i> was that in order for you to build a successful team, you need to create meaningful relationships.
	A meaningful relationship is characterized as a relationship that is of personal significance, is healthy, caring, and long-lasting, and is one we couldn't do without. It's with a person who helps us grow, supports and encourages us and is there for us when we need them.
	In order to be in a meaningful relationship, it must exhibit seven key characteristics, aka the 7 qualities of meaningful relationships.
	1. Communication
	It's critical to relationships because it's the only way people connect. It's instrumental to the other qualities and is often the first thing to go when a relationship starts to deteriorate. The key to strong communication is expressing yourself clearly and honestly and fully listening to the other person, seeking to understand what they are communicating (both verbally and non-verbally).

	2. Respect
	Without respect for oneself and the other person, a relationship cannot thrive with honest and interdependence. To show respect, follow the Golden Rule: treat others how you wish to be treated.
	3. Honesty
	Honesty is critical to meaningful relationships because it is one of the pillars of trust, and without it, the relationship is likely to fail. Being honest involves communicating clear expectations of yourself and the other person, admitting to any mistakes and expressing how you honestly feel.
	4. Dependability
	Dependability is the second pillar of trust and is a crucial show of support for the other person. Keep your commitments and promises and be present for the other person, both physically and mentally.
	5. Empathy
	A step beyond sympathy, empathy is the ultimate sign of support for the other person because you truly walk in their shoes and experience what they experience. Seek first to understand, then to be understood. Focus on truly understanding what the other person is going through and feeling before trying to fix it, respond to it or ignore it.
	6. Interdependence
	Interdependence is stronger than a co-dependent relationship because both people are coming from a solid foundation. This has a powerful effect and leads to “the whole being greater than the sum of its parts.”
	7. Purpose
	The purpose helps to dictate what is expected and appropriate of the relationship; without it, a relationship isn’t worth the time or effort because it provides no value to at least one of the participants. Defining a purpose includes evaluating why you are in a relationship and aligning with the other person the reason the relationship exists.
2:45 - 3:30 p.m.	From Friendships to Brotherhood
	One of the things sold to you when joining a fraternity is that you were joining a brotherhood. Different from other student organizations, you wouldn’t just be gaining friends for 4 years but for life.
	Through the <i>Indisputable Laws</i> , building meaningful relationships, and through time you will learn to build a brotherhood.
	While we encourage your brotherhood to be built naturally and overtime we also believe that it is your job to assist with the process. Find the appropriate times to integrate brotherhood/team building activities into your agenda. Whether this is during a weekly meeting, or a separate weekend retreat, sometimes it is important to step away and have a dedicated time just for team building.
WB PG 56	In your workbooks are a number of simple team builders that you can use for your organization. For the next 45 minutes we are going to put you into small groups and you are going to facilitate the team builders to the group so that you become comfortable with them.

	<i>At this time facilitators should divide participants into smaller groups. They will have around 40 minutes to read through the team builders and facilitate them to the group so keep that in mind when determining how many groups you should create. We suggest 2-3.</i>
	<i>Walk around during the prep time to help groups with any questions. After about 5-7 minutes they will need to facilitate the activity to the group.</i>
	<i>When all groups are done you can open it up for them to ask any questions.</i>
	So, as you can see, this is just a fun way to get to know one another a bit more, to remove our cool caps, and to have a bit of fun. Sometimes we are always go-go-go that we forget to take some time and focus on the brotherhood.
	While we do encourage an organization that builds brotherhood naturally (through hangouts, meals, watching TV, being together) we understand that sometimes you need a little push. So, this is a way to help.



Session 13

Saturday, January 19 | 3:30 - 4:00 p.m.

3:30 - 4:00 p.m.	The Journey
	Another way to naturally build brotherhood and a camaraderie amongst members is through our National Continuing Member Education Program, <i>The Journey</i> . To speak to you today about the Journey is Ariel.
	<i>Ariel or whoever is speaking about this program should explain that while the Journey was created for individual participation it helps bridge gaps and create connections between those participating.</i>
WB PG 57	<i>The Journey</i> is comprised of four levels. In each level, members will be able to self-select activities that expose them to new ideas, prepare them for important life-lessons, and challenge them to put the lessons into practice. As members reach the next level, they will be provided with more challenging and rewarding experiences rooted in the values and Ritual of Triangle.
	Level 1 focuses on brotherhood and solidarity, level 2 emphasizes personal management and cohesion, level 3 on integrity and influence, and level 4 concentrates on authenticity and veracity.
	By participating in this program, individuals will learn and grow through personal reflection and real-world application of concepts.
	We also wanted to add a gamification aspect to the program to offer our members a compelling and fun experience.
	Through this program players will be able to: <ul style="list-style-type: none"> • Identify the values and mission of Triangle • Develop lasting meaningful relationships • Have an increased level of self-awareness • Identify at least three interests or passions • See improvement in at least on area (physical, mental, social, or professional) • Get connected to the National organization
	The program is offered online, where you will create an account notifying a Triangle staff member that you wish to begin. Once you are registered you will receive access to the online forum linking you to begin unlocking activity badges. To complete a level you must acquire a certain number of badges, of which, are your choice (based on interest, skill, etc.)
	Essentially the program is structured similarly to boy scouts. So while you are working through the program to better yourself you are building a strong relationships with those working through similar activities.
	Any member at any stage during their membership is encouraged to participate. As we believe it will reconnect you to your chapter and develop you personally, professionally, and socially. Furthermore, we recommend that as a chapter you encourage your members to participate as it should lead to higher satisfaction and retention rates.

Depending on time you can go through the process online or just use the remaining time to answer any questions they may have. Then you can dismiss them to a 10 minute break. The next session will begin at 4:10 p.m.



Session 14

Saturday, January 19 | 4:10 - 4:30 p.m.

4:10 - 4:15 p.m. In Order to Lead, You Must First Model It	
	As the risk manager, and as members of Triangle we must be ever mindful of our duty to assist and protect others, particularly our own members.
	It is your obligation to administer a risk management program that promises responsible and mature behavior by all members at all times, and to preserve the ideals of the Fraternity by conducting the operations of the chapter safely, prudently, and in compliance with the laws and policies both of Triangle and this institution.
	To MODEL IT means to implement the required functions of your office in order to lead the chapter effectively.
	Motivate Each brother to take an active role in chapter harm reduction efforts.
	Organize A comprehensive harm reduction program.
	Delegate To each member the opportunities to mitigate the risk for harm.
	Evaluate Effectiveness of comprehensive harm reduction plans and revise.
	Lead All members in identifying risky behaviors and potentially harmful decisions.
	Inspire Each member to be his "Brothers' Keeper."
	Teach The Code of Ethics as the purpose for caring for members and guests.
4:15 - 4:30 p.m. General Duties & Responsibilities	
	As the risk manager you will be responsible for coordinating the implementation of safety measures for all social events, philanthropic and community service events, recreational functions, kitchen operations, house management, and fire safety.
	The general responsibilities shall be: <ul style="list-style-type: none"> • To educate all members about Triangle, FIPG, and campus risk management policies • To be involved in the event planning process for all chapter functions to ensure the chapter is in compliance with event planning guidelines • To educate all members on current Harm Reduction topics and their individual responsibility to the chapter. • Maintain an understanding of crisis management procedures, which should be communicated to chapter members.
WB PG 62	We are curious to hear more from you about what day-to-day responsibilities of a risk manager entails.



Session 15

Saturday, January 19 | 4:30 - 5:00 p.m.

4:30 - 4:40 p.m. Creating a Safe and Fun Experience	
	Triangle is a values based membership development organization that focuses on building brotherhood through character enhancement, leadership development, academic achievement, commitment to service, life long friendship and social experiences.
	<i>At this time facilitators should have two pages of the flip chart. And should ask the following questions. They should record one set of answers on one page and the other set on the other page.</i>
FLIP CHART	<ul style="list-style-type: none"> • What makes your organization fun? • What makes your organization safe?
	<i>You may need to push participants to get these lists going. Once you have a substantial list you may need to challenge them on some of the responses (i.e. if they list drugs as fun, etc.) We trust your judgment.</i>
	<ul style="list-style-type: none"> • Can't both of these lists happen at the same time? • Why or why not?
	I think we can agree that certain things such as drug and alcohol abuse, hazing, and sexual misconduct prevents individual members from realizing their full potential as citizens and from exemplifying these characteristics of brotherhood.
	We call it risk management for a reason. It is never expected or assumed that you will eliminate risk completely. It just won't happen. Our risk policies are put in place to keep you and your guests safe.
4:40 - 4:55 p.m. The Ladder of Risk <i>Adapted from Pi Kappa Phi Fraternity</i>	
	When boiled down, it is imply a way to stay low on the ladder of risk. Each time we violate one of these guidelines, we climb up a run on the ladder and increase the chance that a fall from the ladder will harm our organization. We need to stay firm on the ground.
WB PG 63	<i>Have participants turn to their workbooks and spend about 5-8 minutes reading through the Ladder of Risk. Then ask for a volunteer to paraphrase what each rung is. You will need to fill in any missing gaps after they have "presented" and provide tangible examples that some of these cover. For example for the "no open parties" rung, talk to them about how you wouldn't invite every one of your FB friends to your house now, so why would it be smart to do it at one of their parties? You can't manage everyone.</i>

	Rung #1: Don't Break the Law
	It's pretty simple: The drinking age is 21 in all states, and anyone (a brother or guest) who consumes alcoholic beverages underage runs the risk of trouble. In addition, a chapter function (which is an event an observer would associate with the fraternity) with alcohol present must abide by "Bring Your Own (Alcoholic) Beverage" policy or use a third part vendor. Simply put, chapters do not have liquor licenses and, therefore cannot provide alcohol. Anything else is s step up the ladder and puts a chapter and its members at risk.
	Rung #2: No Chapter Purchase/No Bulk Quantity
	No funds collected by the chapter in any form, including dues or "passing the hat", can be used for the purchase of alcohol. THE FRATERNITY IS NOT A TAVERN, so we shouldn't be in the business of providing alcohol. When we do, we take on a huge risk. Also, in today's college culture, a bulk quantity of alcohol translates to most observes as an opportunity to binge drink, which creates the risk for things like alcohol poisoning, injuries, and even death. This means that kegs, cases and other mass quantities of alcohol are a HUGE risk and liability.
	Rung #3: No Open Parties
	In order to further decrease risk, events with alcohol on the premises MUST HAVE A GUEST LIST and non-members of the Fraternity must have specific invitations. Know who your guests are. The campus directory or your entire "friends list" does not constitute a guest list. FIPG policy suggests that attendance at social events with alcohol present should not exceed two guests per member.
	Rung #4: Don't Serve to Minors
	It should go without saying that it is against the law to purchase alcohol for or serve alcohol to someone who is under 21 years of age. Again, against the law equals risk.
	Rung #5: No Illegal Drugs in Our Fraternity
	This one is cut-and-dry. There is ZERO TOLERANCE for chapters who have illegal drugs or controlled substances on chapter premises or at Fraternity events.
	Rung #6: No Co-Sponsoring with Distributors
	The chapter is equally liable if they co-sponsor an event with a vendor/tavern where alcohol is present, given away or sold to those present.
	Rung #7: All or Nothing Rule
	Any chapter that co-sponsors or co-finances an event with other chapters/ organizations is equally liable for an incident if any of the other groups purchase alcohol. That means the chapter SHARES THE RISK even if they are following every other FIPG guideline.
	Rung #8: "Dry" Recruitment
	If alcohol is needed to recruit someone, he is not a quality recruit. it is pretty lame if alcohol is the only selling point the chapter has for a prospective member. Therefore, ABSOLUTELY NO ALCOHOL can be present at any recruitment event or activity.
	Rung #9: No "Drinking Games"
	Just like bulk quantity in Rung #2, "Drinking Games" encourage binge drinking which increases the risk of an accident. Chapters that don't permit, tolerate, encourage or participate in such antics are taking a huge step down the risk ladder.

	Rung #10: “Dry” New Member Period
	Like “dry” recruitment in Run #8, there cannot be any alcohol involved with the development of new members. Most new members are under the legal drinking age anyway, which means it’s not only illegal but makes the risk and liability especially high.
4:55 - 5:00 p.m.	Wrap Up
	<i>With any remaining time you have, use this to answer any questions they have about any of the policies that you have covered.</i>
	Being able to paraphrase these policies in a way that your members will understand is crucial to your position. At a glance, the FIPG policy and our philosophy statements can be intimidating and overwhelming which leads to an immediate disregard. When you talk about them in your language it can really help your members get on board.
	As the risk manager, and as a leader of your organization it is your job to model the way. Your job goes beyond educating your members. You need to approach risk management with a supportive and positive attitude. If your members see that you disapprove of a policy or that you are not adhering to it, then they will follow suit.
	Remember, you can have fun and still be social.
	<i>You can dismiss the group to dinner.</i>



Session 16
Saturday, January 19 | 7:00 - 7:30 p.m.

7:00 - 7:30 p.m.	Triangle Health & Safety Philosophies
	<p><i>This time will be dedicated to a member of the National Staff and/or National Council coming to talk with participants about Health & Safety philosophies and/or any updates to risk policies.</i></p> <p><i>Facilitators should try and be present should their be a need to discuss later in the evening.</i></p>



Session 17

Saturday, January 19 | 7:30 - 8:30 p.m.

7:30 - 7:45 p.m.	The Bystander Effect
	There will undoubtedly come a time when you are faced with a situation in which you can intervene and help stop a potentially dangerous situation - stopping someone from driving drunk, eliminating bullying behavior, or preventing a sexual assault from occurring.
	In the case of sexual assault, traditionally, prevention work has focused on encouraging (mainly) women to protect themselves - don't walk alone at night, don't drink too much, etc. While these efforts can be helpful, they do not effectively stop crimes from occurring, and they place the duty and responsibility solely on the victim.
	As a friend, partner, classmate, family member, brother, etc. you are in a unique position to do something about abused you see.
	Increasingly, it is being recognized that the solution to health and social justice problems requires that we engage bystanders.
WB PG 75	<ul style="list-style-type: none"> When you hear the word “bystander” what do you think that it means?
	A bystander is an individual who observes a problem and wants to do something, but doesn't.
	Despite the importance of this issue and the fact that most people want to “do the right thing” there is a phenomenon called “bystander apathy” or the “bystander effect” that can be described as a diffusion of responsibility which suggests that the more people there are present to witness an event, the less each individual feels personally responsible for doing something.
	Several variables help to explain why the bystander effect occurs. <ul style="list-style-type: none"> What do you think some of these variables are?
	<ol style="list-style-type: none"> Ambiguity: the more ambiguous the situation the less likely people will intervene Group cohesiveness: the need to behave in correct and socially acceptable ways, thus when other observers fail to react, individuals often take this as a signal that a response is not needed or not appropriate Diffusion of responsibility: thinking that someone else will intervene.
	One of the most famous cases of this occurred in 1964 with the rape and murder of Kitty Genovese. While a man attacked, raped, and killed this young woman for over half an hour, 39 men and women witnessed the assault and did nothing to help. The shock and confusion surrounding this single event captured the country's attention and launched a substantial debate into how caring people could watch such an attack, and yet do nothing.
	While this is an extreme situation, the concept is the same. Standing idly by while an incident occurs.

7:45 - 8:10 p.m.	Bystander Intervention
	Bystander intervention is a philosophy and strategy for prevention of various types of violence, including bullying, sexual harassment, sexual assault, and intimate partner violence. Bystander Intervention is based on the fact that people make decisions and continue behaviors based on the reactions they get from others.
	This approach is different from some approaches to sexual assault prevention in that it offers several clear benefits, including:
	<p>1. Discouraging victim blaming Breaking the silence around sexual violence is a critical strategy in prevention. Yet, often ensuing dialogue includes questions to the victim like, “How could YOU let this happen?” or “Why didn’t YOU say anything?” With bystanders as active participants, the sense of responsibility shifts away from victims and toward the family, friends and the whole community. The questions then become, “How could WE let this happen in our community? and “How can WE learn to say something?”</p>
	<p>2. Offering the chance to change social norms With more bystander intervention, society’s collective responsibility takes on a new role. Studies show that social norms can play a significant role in violence prevention, especially in communities such as college campuses (Banyard et al., 2004). Just as Mothers Against Drunk Driving (MADD), for example, shifted social norms for our society with their slogan, “Friends don’t let friends drive drunk,” a similar shift is also possible for sexual violence: “Friends don’t let friends hurt others.”</p>
	<p>3. Shifting responsibility to men and women In previous decades, rape prevention programs focused almost exclusively on the dynamic of men as perpetrators and women as victims of sexual violence. Child sexual abuse programs began as programs teaching children to say “no” and teaching adults to listen. They bystander approach shifts this framing and engages adults as agents of change - both men and women become equals in prevention.</p>
	So how can you be an active bystander? There are many ways that you can help and intervene. Stop potential incidents occur, educate yourself and others, talk to and support your friends so that they will intervene as well! The best way bystanders can assist in creating an empowering a climate free of interpersonal violence is to diffuse the problem behaviors before they escalate.
FLIP CHART WB PG 75	<ul style="list-style-type: none"> • What would be some examples of some ways that you can intervene in real-life situations you may encounter? Whether it be through your actions or language? <p><i>Record some of the shorter methods on a flip chart, and have participants record these in their workbooks.</i></p>
8:10 - 8:25 p.m.	The S.E.E. Model
	In any situation it is important that you have strategies for effective helping or the <i>S.E.E. Model</i>
	<p>SAFE Responding Decide a course of action that best ensures the safety of those involved. Maintain mutual respect and mutual purpose.</p>
	<p>EARLY Intervention Understand the importance of intervening early - before it becomes a problem, crisis or disaster.</p>

	<p>EFFECTIVE Helping Develop specific helping skills and how to avoid harmful helping.</p>
WB PG 76	Typically you will experience one of two types of situations: Emergency or Non-Emergency.
	<p>Emergency situations unfold quickly and often require immediate helping responses. Carefully assess the entire situation/circumstances before making any decisions or taking any action.</p>
	<p>Consider both DIRECT and INDIRECT ways to intervene. Direct: You take responsibility as the primary helper Indirect: You request that someone else take responsibility as the primary helper (i.e. the Police, EMT, Administrator, etc.)</p>
	<p>Whatever response you choose, remember the following in an emergency crisis:</p> <ul style="list-style-type: none"> • Calm the person • Gather information • Look at options • Provide support • Know appropriate referrals • Do not become enmeshed
	<ul style="list-style-type: none"> • You want to look for the best exit strategies (getting out of the situation for those involved). • Be clear and direct with all of your requests. • Make safe choices; consider the level of risk in choosing an action for intervening. • Understand boundaries and limits - don't be a hero. Remember verbal fights can quickly turn into physical fights (it's often better to walk away). • Intervene early - before a problem becomes a crisis or disaster. • Choose the most effective ways of helping for that particular situation. Be sure to not make the situation escalate. • Publicly state your commitment to helping. "I will do X." • Engage other bystanders - "You do Y." • Discuss consequences that the other person cares about - encourage values based decisions. • Assess personal exposure/liability when actions you know about are criminal. • Call 9-1-1 if it is not safe or prudent for you to help directly.
	<p>Non-Emergency situations unfold more slowly and allow more careful planning of a helping response. Consider both direct and indirect ways to intervene.</p>
	<p>Direct: you speak with the person directly Indirect: Talk to another person who you feel could be helpful or give guidance and direction - teammate, counselor, administrator, coach.</p>
	<p>Whatever response you choose, remember the following:</p> <ul style="list-style-type: none"> • Consider the frequency, duration and intensity/severity when evaluating a situation. • Determine the barrier for the person if possible - motivation, ability or environment. • Know your limits as a helper - engage others as necessary. • Be sensitive, understanding and non-judgmental. • Challenge mis-perceptions - express your true feelings/beliefs. • Identify the red flags; anticipate problems. • Determine the priority goal; formulate a plan; prepare/practice what you want to say. • Interrupt/distract/delay a situation you think might be problematic - before it becomes an emergency!

	<ul style="list-style-type: none"> • Set boundaries - do not make excuses for the person or otherwise enable them. • Conduct conversations in a safe environment. Maintain mutual respect and mutual purpose. • Remember the law of delivery - who (persons), what (content), when (timing), where (location), why (reasons), and how (ton).
8:25 - 8:30 p.m.	The 5 Point Formula
	And finally, be sure to use the 5 point formula.
	I CARE
	Let the person know you care about him/her and that because of the significance of the relationship you need to discuss something very important. Both starting and ending discussion with an emphasis that you are doing this out of genuine concern, caring and respect for the person, sandwiches the difficult feedback between strong positives. Choose words you are comfortable with and fit your style.
	I SEE
	Report/Review actual events with your friends, as you perceive them. Remember you are evaluating the behavior not the person. Try to limit your statements to observable, irrefutable facts/ The more you have, the better.
	I FEEL
	Tell the person your own feelings using "I statements" to reveal your feelings.
	I WANT
	Tell the person what you would like to see happen.
	I WILL
	Specify what you will or will not do. Only set ultimatums if you can, and will, stick to them.
	The important thing about Bystander Intervention is that when it comes to your organization, you are calling these people your brothers - so take care of them as if they are your family.
	And when it comes to the people we interact with on a daily basis, let's just do a better job at being humans.
	<i>Allow participants to ask any final questions or share any thoughts. Then dismiss for a 10 minute break. Next session should begin at 8:40 p.m.</i>



Session 18

Saturday, January 19 | 8:40 - 9:30 p.m.

8:40 - 9:00 p.m.	Helping, Fixing, or Serving? <i>Adapted from the Undergraduate Interfraternity Institute of the North American Interfraternity Conference 2015</i>
	Service is a key element of your organizations experience and to helping fulfill the missions of building a better world.
WB PG 78	In your workbooks is an article titled, "Helping, Fixing or Serving?" by Rachel Remen. Take a moment to read it and highlight anything that stands out to you.
	<i>After 3-5 minutes bring the group back together to debrief the article.</i>
	<ul style="list-style-type: none"> • Why do we serve? • Remen mentions that "we can only serve that to which we are profoundly connect to." What are you or your organizations profoundly connected to?
	Remen made a very important distinction between helping, fixing, and serving that we should explore further. Remember says that "service is a relationship between equals: our service strengthens us as well as others."
	<ul style="list-style-type: none"> • How is that relevant to our mission? <i>(Listen for the good feelings - when we serve others, we serve ourselves as well.)</i> • Is there significance in using the term "service" as opposed to "fixing" or "helping?"
	<ul style="list-style-type: none"> • Do our members view service as worthwhile and important, or simply obligatory and required? • How do we create a profound connection between our members and our service/philanthropy events? • What strides can you make as an individual or as organizations to better live the mission of "Building a Better World"?
	Service and philanthropy both respond to community needs. Some groups need financial assistance, while others need our hands-on commitment. As an organization focused on building better men and in turn, a better world, it is our job to create meaningful service opportunities that meet the needs of others.
9:00 - 9:15 p.m.	Critical Elements of Meaningful Service
	<ul style="list-style-type: none"> • So how can we create meaningful service?
	<i>You should use this opportunity to build off of any ways that the group has shared transitioning into the five elements of meaningful service.</i>
	There are five elements at the heart of all community service. For our service to have value and meaning, these five critical elements must be a part of everything we do.
	<ol style="list-style-type: none"> 1. Community Voice 2. Orientation & Training 3. Meaningful Action 4. Reflection 5. Evaluation

	<i>Facilitator should give a good explanation for each element and provide actual examples of how they play out in real scenarios and why they are important.</i>
WB PG 81	<p>Community Voice</p> <ul style="list-style-type: none"> • Include consideration for the voice and needs of the community. • Allow the community to define what needs to be done before developing a project. • Community voice is essential to building connections, making changes and solving problems.
	<p>Orientation & Training</p> <ul style="list-style-type: none"> • Leaders should provide information to volunteers about community. • Information should cover necessary protocol to ensure proper behavior at service site.
	<p>Meaningful Action</p> <ul style="list-style-type: none"> • Service being done is necessary and valuable to community served. • Volunteers feel their actions are making a measurable difference. • Lack of meaningful action may result in participants not wanting to continue the service.
	<p>Reflection</p> <ul style="list-style-type: none"> • Participants should share stories and reactions immediately after experience. • Reflection may dispel stereotypes of groups served/address individuals alienation. • Reflection offers an opportunity to place experience in broader context.
	<p>Evaluation</p> <ul style="list-style-type: none"> • Evaluation measures the impact and effectiveness of participants' service. • Participants should evaluate what was learned and agencies should evaluate results of contribution by participants. • Evaluation gives direction for improvement and change.
	<ul style="list-style-type: none"> • <i>Why do you think it is important to consider these elements when planning service events?</i> • <i>How can these elements be impactful for philanthropy events as well?</i>
	No matter it be service or philanthropy or even your role within your organization, a servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. The servant-leader is servant first...It begins with the natural feeling that one wants to serve, to serve first.
9:15 - 9:30 p.m.	Developing Engaging Service & Philanthropy Events
	<p>As we think about all of the items we have covered thus far:</p> <ul style="list-style-type: none"> • Our members needs & wants • Project management • Servant leadership • Critical elements of meaningful service • <i>What would be some ideas of events/programs that would not only engage your organization but community?</i>
WB PG 82	<p><i>Allow your members time to brainstorm in their workbooks and then come back together to share some ideas.</i></p> <p><i>Once you have talked through you can inform them of some of the resources in their workbook and then you should make the transition to FIRST.</i></p>



Session 19

Saturday, January 19 | 9:30 - 10:00 p.m.

9:30 - 10:00 p.m.	FIRST® Inspires
	<i>Ideally, this time should be used for a member of staff or the FIRST Intern to come in and speak about FIRST as a service/philanthropy opportunity for chapters to get involved with. Facilitation material provided as backup.</i>
	As you may, or may not be aware, Triangle is a proud Alliance Partner with FIRST which is one of the largest and most successful organizations in the world dedicated to STEM education and careers. There are more than 480,000 K-12 students around the globe participating in one or more of FIRST's four major programs.
	FIRST LEGO League Jr. For grades K-4 this program captures young curiosity by exploring real-world scientific challenges, learning teamwork, and working with motorized LEGO® elements.
	FIRST LEGO League For elementary and middle school-aged students; specifically grades 4-8; students research a real-world engineering challenge, develop a solution, and compete with LEGO-based robots of their own design.
	FIRST Tech Challenge For grades 7-12; teams of middle and high school-aged students are challenged to design, build and program a robot to play a floor game against other teams' creations.
	FIRST Robotics Competition For grades 9-12; high school-aged teams compete head to head on a special playing field with robots they have designed, build and programmed.
	Being a partner with FIRST® is an amazing opportunity for Triangle for a number of different reasons: <ul style="list-style-type: none"> • You are able to serve YOUR community - by working with up and coming students passionate about the STEM field • You are able to choose at what level you are engaged and for how long. You can be a long-term mentor or coach, you can sponsor a team, or you can donate. But any way that you are involved is serving this community. • You are supporting a community different than your own - by working with women in STEM • You are getting in front of future potential new members
	The Kahlert Family supports servant leadership and has therefore funded our partnership with FIRST offering grants to those chapters interested in serving this program. If you are interested in wanting to support a FIRST team through sponsorship, or by volunteering at a local competition you can apply for a grant. Just contact a member at the headquarters for more information.
	<i>Use any remaining time to answer any questions about this or parking lot items. Dismiss for council session at 10 p.m.</i>



Session 20

Sunday, January 20 | 8:00 - 9:00 a.m.

8:00 - 8:20 a.m. Academic U: Going Beyond Study Tables	
	<i>Welcome participants back for the final day of Leadership & Training Weekend. Feel free to talk about their evening with National Council and time with brothers.</i>
	For our remaining time together we are going to focus on creating a comprehensive academic program that will help provide your members with the tools and resources to succeed. Then we will wrap up our time in small group by splitting up based on your various roles and participating in round table discussions.
	So, let's get started. <ul style="list-style-type: none"> • How many of your organizations have an academic program? • What does that program entail?
WB PG 87	<p>Creating a good academic program requires doing several things.</p> <ul style="list-style-type: none"> • First and foremost, you need a program that the whole organization is aware of - so that means this shouldn't just be some program or policy that is carried around in the academic chair's binder and not brought out until someone is on probation. This should be a part of your chapters bylaws, and daily conversations that everyone is aware of. • Another important part of an academic program is that it balances reasonable expectations & standards while still challenging members to strive to be better. You want to create expectations that push members out of their comfort zones, but not far enough that makes them retreat. • Good academic programs are well thought out and flexible. So this should be a regularly updated document that fits the specific needs of each individual member. • And finally, a good academic program is comprehensive and offers a mixture of support, learning opportunities, encouragement and recognition, incentives, standards and accountability. It hits all the nails on the head.
	So, why put all this work into creating a program when you can just have your members do required study hours?
	<p>Required study hours alone - don't work. While, it can be one component of your program - it shouldn't be the only thing.</p> <p>Be honest - when you have a ton of members together in a study room, how much studying is actually getting done? Also, what if your member needs to get work done in a lab? Sitting in a study room with just a book and a paper might not be too helpful.</p>
	You have to remember that different people have different study habits. Some may be successful in a crowded noisy room, while some may need to be in the comfort of their own room, or in a library cubicle where it is quiet. The point is, that we cannot make assumptions that everyone will be successful in the same setting.
	So, if not study hours then what?

WB PG 87	<ol style="list-style-type: none"> 1. Be sure to open up with the mission or philosophy of your academic program so that your members have a clear understanding of what you are committed to academically as an organization. 2. Be transparent with your academic requirements for joining so that potential new members never have any questions. 3. Offer a narrative of the educational workshops and programming that you will offer for members that are academic or professional development themed. 4. Highlight what you do to recognize your members accomplishments 5. Finally, you need to be very detailed about the academic standards that are in place for new and active members and what will result should those standards not be met, bot repercussions and support.
8:20 - 8:45 a.m. Academic U: Own Your Scholarship	
	<p>No matter the amount of educational programs you do, campus resources you connect your members to, or the incentives you offer - your organization will not be successful without a clear set of academic expectations and guidelines. It's important that your members know what they must obtain and maintain to stay in good standing as an active member.</p>
	<p>As a rule of thumb, your general expectations should include:</p> <ul style="list-style-type: none"> • The minimum GPA that they must reach and maintain • The policies both on local, campus, and national level that they must adhere to • And the goals that they should work on achieving, both personally and as an organization
WB PG 90	<p>Your improvement plan (which is essentially the set of standards) should include various GPA levels. These work well to identify different levels of support and requirements. A suggested level breakdown would be:</p> <ol style="list-style-type: none"> 1. GPA: 4.0 - 3.5 2. 3.49 - 3.0 3. 2.99 - 2.5 4. 2.49 - below
	<p>You can view a sample plan in your workbooks, but we would like to bring your attention to a few details.</p> <ul style="list-style-type: none"> • In each level there are different steps. These steps are to signify the semester that the individual is on that level for. For example, Joe may usually have a 2.8, but in the fall he gets a 2.43. He would then be on Level 4, Step1 and would need to complete the items on that step. If at the end of the fall he raises his GPA to a 2.6 he would then come off of Level 5. If at the end of the fall he has a 2.3, he would then be placed on Step 2. • The steps in the same level are very similar with a few additional requirements, which are there to provide additional support and potentially take away additional “perks” of membership.
	<p>Be sure, that when creating your improvement plans that you are not only putting measures of accountability in place but you are also finding ways to help and support them. Connect them with resources on campus, pair them up with mentors in the organization. Listening to them and their needs will be to ensure their success.</p>

8:45 - 9:00 a.m.

Academic U: Academic A La Carte

	Another important component of the academic success of your members is through the academic-centered educational programming that you offer your members.
	<ul style="list-style-type: none">• What have been some of the best academic-themed or professional-based programs that your organization has offered or attended?• What makes these programs successful?
WB PG 94	We have also included some program ideas in your workbook.
	<i>Use the remaining time to answer any questions and to close up the conversation around academics.</i>



Session 21

Sunday, January 20 | 9:00 - 10:00 a.m.

9:00 - 9:55 a.m. Round Tables	
	We have covered a lot this weekend. From new member education, to brotherhood building, to continuing member development. To our discussions around health & safety and bystander intervention strategies. To servant leadership, partnering with FIRST, and our final discussions around academics. We have touched on almost every aspect of chapter programming and development.
	We knew that you all came here with different goals and objectives, so at this time we want to give you the opportunity to break off into different round tables so that you can do some idea sharing, swapping of resources, etc.
	We will be around to work with you through any specific questions or needs that you have.
WB PG 95	Additionally, we have included some resources and worksheets in your workbooks specific to your positions that will help you during this session.
	<i>Facilitators should allow the positions to break up naturally and should allow them just talk through best practices, programs that have worked for them, strategic planning, etc. Be sure to keep them on track and to help facilitate any needed discussion.</i>
9:55 - 10:00 a.m. Wrap Up	
	<i>Facilitators should thank all participants for their vulnerability, engagement, and hard work throughout the weekend.</i>
	<i>Encourage them to stay in touch with one another, with you, and with staff. Once all questions have been answered and discussion has ended you can dismiss them.</i>
	<i>Brunch begins at 10:00 a.m.</i>

